

Congaree Elementary

1221 Ramblin Road
West Columbia, SC 29172

Grades 2-5 Elementary School

Enrollment 342 Students

Principal Dr. Sharon T. White 803-755-7430

Superintendent Barry F. Bolen 803-739-8399

Board Chair William H. "Bill" Bingham 803-739-4708

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	9	74	22	1

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Below Average	Yes
2004	Good	Average	Yes
2005	Average	Below Average	Yes
2006	Average	Good	No

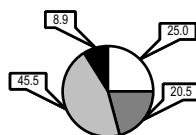
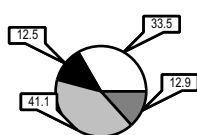
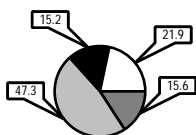
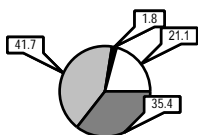
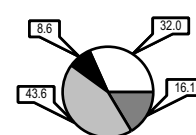
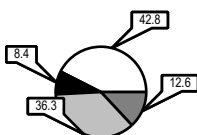
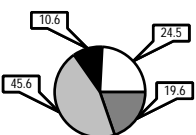
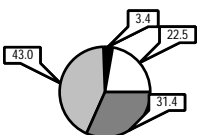
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	256	93.0	20.9	41.4	35.8	1.9	51.2	Yes	Yes
Gender									
Male	137	90.5	22.6	47.8	27.8	1.7	46.1	N/A	N/A
Female	119	95.8	19.0	34.0	45.0	2.0	57.0	N/A	N/A
Racial/Ethnic Group									
White	195	92.3	19.9	37.3	40.4	2.5	53.4	Yes	Yes
African American	49	93.9	29.5	52.3	18.2	0.0	38.6	Yes	No
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	169	99.4	8.4	44.5	45.8	1.3	63.9	N/A	N/A
Disabled	87	80.5	53.3	33.3	10.0	3.3	18.3	No	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	256	93.0	20.9	41.4	35.8	1.9	51.2	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	255	92.9	21.0	41.1	36.0	1.9	51.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	170	91.2	24.1	43.1	31.4	1.5	46.7	Yes	Yes
Full-pay meals	86	96.5	15.4	38.5	43.6	2.6	59.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	256	95.7	23.0	46.4	15.3	15.3	45.9	Yes	Yes
Gender									
Male	137	93.4	19.3	46.2	18.5	16.0	48.7	N/A	N/A
Female	119	98.3	27.2	46.6	11.7	14.6	42.7	N/A	N/A
Racial/Ethnic Group									
White	195	95.4	20.4	47.3	15.0	17.4	47.9	Yes	Yes
African American	49	95.9	37.8	44.4	15.6	2.2	31.1	Yes	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	169	100.0	14.7	48.7	19.2	17.3	54.5	N/A	N/A
Disabled	87	87.4	42.4	40.9	6.1	10.6	25.8	Yes	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	256	95.7	23.0	46.4	15.3	15.3	45.9	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	255	95.7	23.1	46.6	15.4	14.9	45.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	170	94.1	23.9	48.6	15.5	12.0	45.8	Yes	Yes
Full-pay meals	86	98.8	21.3	42.5	15.0	21.3	46.3	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	256	100.0	35.3	39.7	12.9	12.1	25.0
Gender							
Male	137	100.0	29.1	41.7	14.2	15.0	29.1
Female	119	100.0	42.9	37.1	11.4	8.6	20.0
Racial/Ethnic Group							
White	195	100.0	34.3	38.9	12.6	14.3	26.9
African American	49	100.0	42.6	44.7	10.6	2.1	12.8
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	169	100.0	26.3	42.9	15.4	15.4	30.8
Disabled	87	100.0	53.9	32.9	7.9	5.3	13.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	256	100.0	35.3	39.7	12.9	12.1	25.0
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	255	100.0	35.5	39.8	12.6	12.1	24.7
Socio-Economic Status							
Subsidized meals	170	100.0	36.4	40.4	13.9	9.3	23.2
Full-pay meals	86	100.0	33.3	38.3	11.1	17.3	28.4

Social Studies							
All Students	256	100.0	27.6	44.0	19.8	8.6	28.4
Gender							
Male	137	100.0	22.8	43.3	23.6	10.2	33.9
Female	119	100.0	33.3	44.8	15.2	6.7	21.9
Racial/Ethnic Group							
White	195	100.0	27.4	42.3	21.1	9.1	30.3
African American	49	100.0	31.9	46.8	17.0	4.3	21.3
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	169	100.0	17.3	46.2	25.0	11.5	36.5
Disabled	87	100.0	48.7	39.5	9.2	2.6	11.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	256	100.0	27.6	44.0	19.8	8.6	28.4
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	255	100.0	27.7	43.7	19.9	8.7	28.6
Socio-Economic Status							
Subsidized meals	170	100.0	32.5	44.4	17.2	6.0	23.2
Full-pay meals	86	100.0	18.5	43.2	24.7	13.6	38.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	79	100.0	20.3	36.2	42.0	1.4	43.5
	4	90	96.7	19.0	54.4	26.6	0.0	26.6
	5	91	98.9	25.0	52.5	22.5	0.0	22.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	88	93.2	16.0	38.7	42.7	2.7	45.3
	4	89	93.3	21.9	46.6	31.5	0.0	31.5
	5	79	92.4	25.4	38.8	32.8	3.0	35.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2007	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	79	100.0	18.8	59.4	15.9	5.8	21.7
	4	90	97.8	25.0	31.3	32.5	11.3	43.8
	5	91	98.9	13.8	58.8	12.5	15.0	27.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	88	94.3	21.1	55.3	14.5	9.2	23.7
	4	89	97.8	31.2	33.8	18.2	16.9	35.1
	5	79	94.9	15.9	50.7	13.0	20.3	33.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2007	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	79	100.0	39.1	42.0	17.4	1.4	18.8
	4	90	97.8	45.0	27.5	18.8	8.8	27.5
	5	91	98.9	36.3	36.3	13.8	13.8	27.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	88	100.0	37.5	46.3	11.3	5.0	16.3
	4	89	100.0	30.4	40.5	10.1	19.0	29.1
	5	79	100.0	38.4	31.5	17.8	12.3	30.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2007	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	79	98.7	26.1	43.5	20.3	10.1	30.4
	4	90	96.7	23.8	57.5	13.8	5.0	18.8
	5	91	98.9	28.8	46.3	17.5	7.5	25.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	88	100.0	28.8	42.5	17.5	11.3	28.8
	4	89	100.0	25.3	41.8	24.1	8.9	32.9
	5	79	100.0	28.8	47.9	17.8	5.5	23.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2007	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 342)				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	0.3%	Down from 0.6%	3.7%	2.8%
Attendance rate	95.8%	Down from 95.9%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.0%	Down from 6.6%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	3.5%	Down from 7.0%	0.0%	0.0%
Eligible for gifted and talented	16.5%	Down from 17.0%	9.0%	10.4%
On academic plans	38.2%	N/AV	39.8%	33.6%
On academic probation	27.4%	N/AV	1.2%	1.0%
With disabilities other than speech	15.9%	Down from 18.0%	8.4%	7.5%
Older than usual for grade	0.0%	Down from 0.3%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n= 30)				
Teachers with advanced degrees	80.0%	Up from 65.5%	53.1%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	0.0%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	87.2%	Up from 86.4%	87.2%	87.3%
Teacher attendance rate	95.4%	Up from 93.4%	95.2%	94.9%
Average teacher salary	\$45,906	Up 7.5%	\$42,238	\$42,485
Prof. development days/teacher	9.4 days	Down from 18.6 days	14.0 days	13.3 days
School				
Principal's years at school	1.0	Up from 0.5	3.0	4.0
Student-teacher ratio in core subjects	17.9 to 1	Up from 17.3 to 1	18.0 to 1	18.6 to 1
Prime instructional time	90.0%	Up from 88.1%	89.8%	89.7%
Dollars spent per pupil*	\$7,696	Up 11.8%	\$6,385	\$6,557
Percent of expenditures for teacher salaries*	67.4%	Down from 67.7%	63.3%	64.0%
Percent of expenditures for instruction*	70.2%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.7%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.8%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**Congaree Elementary: Character and Excellence in our School**

The mission of Congaree Elementary School is to join with parents and community in order to provide a safe and nurturing environment where students are taught to take responsibility for becoming academically competent learners, critical thinkers, problem solvers, and respectable citizens so they may participate in a multi-ethnic society where their character always counts.

Our excellent faculty members plan and provide challenging and enriching instruction to each individual student daily. Special programs and initiatives such as SOAR to Success, Early Success in Reading, and our Advanced Elementary Program (AEP) give our students unique opportunities to advance their learning beyond expectations.

In addition to our district curriculum, student learning and parent involvement are supported by the following: Morning Tutoring Program (individualized, computer assisted), After-school Tutoring and Homework Assistance Program, Chorus, Drama Club, By-Lines Writing Club, Authors' Tea celebration, Career Fair, Mad Science after-school program, Pastries for Parents, Family Reading Nights, Arbor Day celebration, Family Skate Nights, our May Day Celebration, and many others.

This year, our character education program was integrated throughout our curriculum and in our school life. Every day on our Today At Congaree television show, our student anchors would talk about our character word for the day. Indian Braves were chosen monthly from each classroom, representing those students with excellent character in their classrooms. The Indian Braves had a special lunch with the Chieftain (our principal) and the admiration of their peers.

Students practice good citizenship through service in the Student Council, Jump Rope for Heart, and our Recycling Program. Compassion for others was demonstrated by our students through their donation of more than \$1,300.00 to victims of Hurricane Katrina and their mammoth contributions to the Ronald McDonald House can tab collection project.

We are committed to creating a safe and orderly teaching and learning environment for our students and teachers. Our playground perimeter fence was upgraded with security gates, speed bumps were added to our driveway, and the lot behind our school was cleared off and fenced in. We are proud that Congaree is a community school where learning is fun and challenging and the environment is both safe and inviting.

We appreciate the support of the Lexington School District Two Board of Trustees and the District Two administration, both of which ensure that we have all that is necessary for our school to provide quality educational programs and experiences for our students. We are also grateful to our SIC and PTO for their contributions to and support of our educational program.

Dr. Sharon T. White, Principal
Mrs. Terry Defee, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	27	67	53
Percent satisfied with learning environment	81.5%	98.5%	94.0%
Percent satisfied with social and physical environment	100.0%	95.5%	94.3%
Percent satisfied with school-home relations	96.3%	95.5%	81.1%

*Only students at the highest elementary school grade level at this school and their parents were included.